

## **Presentation to the Senate Education Committee**

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### **Why change Teacher Prep System?**

- 21st century skills-globalization, technology
- Equity-persistent achievement gaps
- Prepare students for college level work
- Focus on outcomes and accountability

### **Teacher Prep Goals:**

- Improved coordination and alignment to support teacher prep and current teacher workforce
- Increase research information available to inform teacher prep and related policies
- Move from focus on regulation and compliance to program performance, collaboration, and outcomes

### **Teacher Prep Policy Advisory Group**

- 23 members (deans of Teacher Preparation Institutions (TPI), educators, business leaders, teachers, parents)
- Nine all-day meetings from Sept 2006 to April 2007
- Stakeholder conference in March 2007
- Set of recommendations organized into seven key initiatives

### **Seven Key Initiatives**

1. Revision of the Michigan Test for Teacher Certification
  - Passing score on basic skills test required before entry into teacher prep program and passing score on subject area tests before student teaching
  - Enhanced writing section of the basic skills test
  - Updated system to give teacher candidates more resources and supports (study guides), testing dates, and on-demand and on-line testing

## 2. Creation of a Three-Tiered Teacher Licensure System

- License advancement based on effective teacher performance as well as effective teacher preparation
- Career ladder that encourages excellent teachers to remain in the classroom
- Initial, Professional, Advanced
- Career advancement that relies less on number of courses taken, years of experience, and number of degrees and more on teacher performance
- Development of common performance assessments
- Increased supports and investments in new teacher mentoring and induction

## 3. Development of a Framework for Excellence in Teacher Preparation

- Lack of coordinated system
- Need for comprehensive, coherent standards
- Revision, consolidation, and alignment of various standards, such as entry level standards for Michigan teachers, licensing, professional development, endorsements, teacher certification code, Michigan Merit Curriculum, Grade Level Content Expectations

## 4. Creation of Alternative Pathways to Teacher Certification

- Need statewide system
- Attract promising candidates with strong academic backgrounds with degrees in fields other than teaching
- Only 2% currently through alternative routes
- Increase teacher diversity and innovation
- Review current models and other states' models

## 5. Establishment of a Research Collaborative

- Focus on pressing issues in teacher prep and quality, such as teacher supply and demand to identify needs and gaps, practices that close achievement gaps, teacher retention rates, performance-based assessment of teaching skills

6. Development of a Teacher Preparation Institution Accreditation System

- Mandatory national accreditation for all 32 TPIs
- Selection from two highly regarded accreditation organizations (National Council for Accreditation of Teacher Education and Teacher Education Accreditation Council)
- Thorough, rigorous review of every content area for teacher certificate endorsement
- Consistency among all teacher prep programs
- 1-5 years for all to complete
- State approval based on national accreditation and an annual Michigan-specific priority
- Priority is integration of technology into instructional practices

7. Streamlining of Teacher Endorsements

- Eliminate those with low prevalence and relevance to new PK-12 content expectations
- Reduce number and types of permits
- Simplify system of renewing and advancing certificate levels